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ABSTRACT

A 2-part developmental program consisting of a Dropout Component and a K-12 Component, this project is designed to provide a comprehensive and innovative vocational education program for the disadvantaged population of North Central Colorado as well as to provide a broad occupational orientation to increase students' awareness of the range of options open to them in the world of work. Through systematic and cooperative recruitment, participants are chosen and provided counseling, work experience, and relevant instructional program training. Support is further strengthened through the aid of an Advisory Committee. Some of the project's accomplishments are: (1) a functional unit whereby potential and actual dropouts can be identified in the 15 school district area has been refined, (2) more varied opportunities for disadvantaged youth to explore numerous occupational areas prior to entering formal instructional programs at Aims College have been provided, (3) a network for the distribution of career information and instructional units within the service area has been developed, and (4) a series of career education workshops for elementary and secondary teachers has been successfully operated. Conclusions, implications, and recommendations are included as well as a report by an evaluation team. (SN)

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OPERATION BRIDGE PROJECT

AN EXEMPLARY VOCATIONAL EDUCATION PROGRAM

AIMS COMMUNITY COLLEGE
GREELEY, COLORADO

"BRIDGING THE GAP BETWEEN SCHOOL AND THE WORLD OF WORK"

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SECOND INTERIM REPORT

Project No. 0-361-0120
Contract No. OEC-0-70-5182-(361)

"OPERATION BRIDGE" - An Innovative, Comprehensive Vocational Education Program for Disadvantaged Youth.

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

Robert N. Rangel Jr.
Aims Junior College District
P. O. Box 69
Greeley, Colorado 80631

January 19, 1973

ED 075578

SECOND INTERIM REPORT

Project No. 0-361-0120
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"OPERATION BRIDGE" - An Innovative, Comprehensive Vocational Education Program for Disadvantaged Youth.

The project reported herein was performed pursuant to a contract with the Bureau of Adult Vocational and Technical Education, Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgement in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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Aims Junior College District

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January 19, 1973

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January 19, 1973

DR. SIDNEY HIGH, Chief
Exemplary Programs, Contracts,
and Grants Division
U. S. Office of Education
WASHINGTON, D.C. 20013

Dear Sir:

I am herewith submitting the Second Interim Report of the Exemplary Program in Vocational Education of the Aims Junior College District, Greeley, Colorado.

This report covers the period from January 1, 1972 through December 31, 1972.

The exemplary program in Vocational Education is serving as a powerful catalyst in providing relevant curriculum for the Dropout Component as well as for the entire K-12 Component of the project.

We are planning continued implementation and dissemination of the exemplary program in Vocational Education concepts throughout the third year of the project.

Respectfully,

Ed Beaty, President
Aims Junior College

REPORT SUMMARY

A. Time Period Covered.

The Second Interim Report of the Exemplary Program in Vocational Education covers the period from January 1, 1972 through December 31, 1972.

B. Goals and Objectives.

There are two basic components to this program:

1. The Dropout Component of this project is designed to provide a comprehensive and innovative vocational education program for the disadvantaged population of North Central Colorado.
2. The K-12 Component is designed to provide for a broad occupational orientation at the elementary and secondary level to increase student awareness of the range of options open to them in the world of work.

C. Procedures Followed.

The Exemplary Project in Vocational Education for Disadvantaged Youth was devised to accomplish change

through relevant counseling and recruitment, germane instructional programs, work experience, and a pertinent Advisory Committee.

By specifically identifying dropouts through a cooperative system, potential and actual dropouts from the secondary schools are referred immediately to the Vocational Counselor in Operation Bridge. Thus the Operation Bridge Vocational Counselor meets immediately with the potential or actual dropout and his family in an effort to return him to the secondary school or develop for him a vocational program at Aims College.

The Dropout Component provides vocational educational opportunities with specific training for job entry skills for disadvantaged youth not previously enrolled in a vocational program.

The Center for Career Exploration operated by Aims College provides disadvantaged students the opportunity to explore numerous vocational areas. These preliminary steps allow disadvantaged youth a realistic approach to vocational awareness through job related on-hand activities.

In providing for cooperation between public educa-

tion and manpower agencies for the identification and development of new opportunities for work experience, the Operation Bridge Project is working with the following committees: Weld County Committee on Career Education, Youth Service Bureau, Youth Employment Service, the District Six Weld County Concerned Chicano.

Intensive occupational guidance and counseling prior, during, and after participation in the project have been developed by the Vocational Counselor. A referral network has been established, counseling approach utilizing the total family has been refined, and student records and counseling reports have established.

An effective plan for evaluation and dissemination of results, materials, and techniques has been provided for and is outlined in the body of this report.

The K-12 Component is designed to disseminate career information and provide training programs at the elementary and secondary level. This includes the fifteen school districts which make up Aims College District.

Specifically, the demonstration and developmental activities are conducted in cooperation with School District Re-8 at Fort Lupton. As materials, programs and methods are developed and evaluated at the target site, distribution of these techniques and procedures are being introduced to other school districts in the Aims College District.

A series of workshops for teachers of elementary and secondary level has been developed. The workshops were intended to aid instructors in developing content units appropriate for occupational emphasis, to plan strategies of instruction, and to execute those instructional strategies.

D. Results and Accomplishments.

A functional unit whereby potential and actual dropouts can be identified has been refined in cooperation with the fifteen school districts in Aims College Service Area. A vast network of prominent Mexican-Americans from the target areas is now being utilized as a referral network through the barrio system in the Aims College Service Area.

The concept of exploration of vocational and occupational areas has made it possible for disadvantaged

youth to explore numerous vocational and occupational areas prior to entering the formal instructional programs at Aims College. Operation Bridge Project has been very successful in identification and development of new opportunities for work experience. A large number of Operation Bridge students have been placed on full or part-time jobs. Primarily, the job helps meet the economic needs of the dropout and, provides actual on-the-job experience.

The success encounter at the demonstration site this second program year has been accepted positively by several other districts within the service area. A network for distribution of career information and developed instructional units has been established throughout the fifteen school districts in Weld County.

A series of workshops has been accomplished at the elementary and secondary level which have promoted development of career education material. Content units of instruction have been developed by elementary and secondary teachers attending these workshops.

E. Evaluation.

The third party evaluation contract was successfully negotiated with the National Spanish-Speaking Management Association of Washington.

Two "on site" visits to the Operation Bridge Project were made, on April 13-14 and September 18-21, 1972. The evaluators from such visits have been able to:

1. Consult with project staff members, administrators and faculty personnel.
2. Receive oral and written reports from the project staff.
3. Review material developed by the project staff.
4. Observe the Dropout and K-12 Components of the project.
5. Visit target communities within the Aims College Service Area.
6. Receive oral testimony from Advisory Committee members.

F. Conclusions, implications and recommendations.

Both components of the Operation Bridge Project have had positive impact in the school systems and the communities served by Aims College. The total staff feels that the project will continue to progress in the third year of funding, and that the goals and objectives can be met and the program will

continue to have considerable impact throughout Aims Service Area.

The attitude and philosophy towards Career Education at the elementary and secondary levels is very encouraging and is reflected in the utilization of resource materials, instructional units and equipment provided by the project.

There has also been good utilization of community facilities and resource people by the project staff through the Weld County Chicano Committee and the Weld County Committee on Career Education. This has provided an excellent opportunity for communication among the schools and communities. A need exists in the total project for teachers, counselors and staff members to have an opportunity to observe other programs currently being conducted and to share experiences.

Placement and job observation opportunities are now being developed with cooperation of the manpower agencies. There is a need to provide transportation for dropout students to Aims College once they have been identified within the fifteen school districts of Weld County.

A. Problem Area

In the past decade much attention has been given to the dropout. Concern and interest has been stated by many of the nation's leaders, ranging from Presidents and Vice Presidents of the United States, to Congressional leaders, educators, minority leaders, and dropouts themselves.

The problem of the dropout is emphasized further by data provided by the United States Department of Labor concerning job potential of the dropout. In reference to this data more than twenty-six million job seekers entered the labor market during the last ten years. Seven and one-half million of these were not graduates from high school. The unemployment rate for high school graduates has generally held at about thirteen per cent. Among dropouts in the same age group, the employment rate is between twenty and thirty per cent. Post World War II technological advances have raised educational requirements for most jobs and have eliminated much of the employment which require no skills. It has been estimated that in the 1970's not more than five per cent of all available jobs will be of the unskilled nature.

The direct relationship between years of schooling

and level of income has been pointed out by the Bureau of Census figures recently published. College graduates on the average, earn twice as much in their lifetime as the high school dropouts, and three times as much as elementary school dropouts.

LIFETIME EARNINGS

Eight years of school or less . . .	$247,000
Three years of high school or less.	$248,000
Four years of high school	$341,000
Four years of college	$508,000
Five years or more of college . . .	$587,000

Throughout the United States 700,000 known dropouts are reported annually. Some 9,000 of these dropouts are in the State of Colorado, and from 150-200 are from School District Six, the largest school district in Aims Junior College Service Area. Numerous research studies concerning the dropouts have been made, ranging from informal to extremely sophisticated, producing more than a thousand catalogued references on the subject in our libraries. These studies have developed a portrait of an "average" dropout although each dropout is an individual whose reasons for dropping out are peculiar to himself.

1. He is fourteen through sixteen years of age.
2. He has average intelligence.

3. The majority are male.

4. He is functioning below his potential.

5. His reading level is below his grade level.

6. Academically, he is in the lower quarter of his class.

7. He is over age for his grade.

8. He has been held back once in the elementary or junior high school grades.

<u>or</u>

He has been passed on automatically from grade to grade disregarding academic achievement.

9. He usually has not been in trouble with the law, but is a truant and a disciplinary problem at school.

10. He seldom participates in extra-curricular activities.

11. He feels rejected by the school and in turn, rejects the school.

12. His parents were dropouts as were his older brother and sister.

13. He says he is dropping out because of lack of interest but that he will get a (GED) high school diploma, because he needs it to get a job.

14. He knows problems will confront him in the outside world, yet feels it can't be worse than school experience he has had.

Aims College Service District banks just above the Colorado average dropout rate of 21.5%. Although Colorado State figures on dropouts don't include dropouts

who do not re-enter after summer vacation, a similar situation exists with ninth grade students who do not enter high school from junior high. It is probable, therefore, that the percentage of dropouts is much higher than that compiled by the state.

Perhaps the most difficult task facing the vocational counselors and instructional staff of this project is how to relate career opportunities to the dropout in a meaningful manner, and to make a career situation seem real and productive. Many of the youths who come from a rural environment have found it difficult to identify with many technical skilled jobs found in an urbanized and industrialized areas.

The attitudes of both parents and dropouts have resulted in much confusion as to the occupational career that should be attempted. These confused attitudes have sometimes lead the dropout to demand occupational careers in areas that are currently saturated. These attitudes, as have been proven in the past, can result in unrealistic career choices ending in disillusionment, frustration and waste.

Each year there are fewer slots in our economy for the unskilled dropout. For this very reason it is the

responsibility of the schools and college to see that every student graduates and is prepared to enter the labor market.

Emphasis of career opportunities by the instructors within the classroom and development of a program to involve the community does not establish a successful career education program at the elementary and secondary levels, if relevant curriculum materials for career education are scarce and not available. Development and reproduction of the needed materials is costly and time-consuming.

B. Goals, Objectives

Specifically, the project's primary function is to present a comprehensive approach to bridging the gap between the disadvantaged youth, the school, and the world of work. The project's primary function has been accomplished by strongly emphasizing the relationship between prior research and development of specific educational methods and techniques to be employed.

The aim of the Dropout Component of this project is to provide a comprehensive and innovative Vocational Education Program for the disadvantaged population of North Central Colorado, to increase vocational education

opportunities for the disadvantaged youth and give students not previously enrolled in vocational programs specific training in job entry skills, and to provide for cooperation between public education and manpower agencies.

The Operation Bridge staff has developed goals and objectives to accomplish the priorities set forth in the original proposal:

1. The development of new methods of recruitment which utilize the social and cultural perceptions of the disadvantaged group. This will include the formation of a referral network established within the disadvantaged community.
2. The establishment of a pre-vocational training phase which will include occupational orientation and exploratory experiences, and remedial or general basic education.
3. The utilization of the reading and learning laboratory to provide individual learning programs for each student based on his own potentials and capabilities.
4. To provide students with the opportunity for occupational preparation by enrollment in one of the following vocational education areas:

Aviation	Office Production	Welding
Electronics	Clerk Typing	Small Engines
Engineering	Clerk-Bookkeeper	Waste Water Tech
Auto Mechanics	General Clerical	Basic Education
Nurse's Aid	Secretarial	Building Construction
Fire Science	Mid-Management	

5. To provide students with tutorial services throughout the entire program and, as necessary on a continuing basis when employed. Special efforts will be made to employ tutorial aides who are educationally qualified, and are members of a disadvantaged group themselves.
6. To provide a full range of cooperative work-study experience which will complement the regular instructional program.
7. To promote cooperation between public education and manpower agencies in the formation of advisory committees with representatives from both groups; and by the establishment of a joint educational and manpower task force on occupational problems.
8. To provide for intensive occupational guidance and counseling prior, during and after participation in the project. This will be accom-

plished by:

a. Employing a specialist in vocational guidance who will develop a counseling program to reach elementary, secondary, post-high, and employed clients.

b. Employing Mexican-American counselors to work with the disadvantaged group on a continuing basis.

c. Using the unique characteristic of the Mexican-American culture by building counseling techniques which include and involve the family unit.

d. Establishing a referral system with the secondary schools which will lead to immediate identification and contact with potential.

e. Maintaining a close follow-up program which will provide counseling and tutorial assistance after completion of the program.

f. Providing placement services in cooperation with appropriate employment services and manpower agencies.

The K-12 Component provides for a broad occupational orientation of the elementary and secondary level to increase student awareness of the range of options open to them in the world of work.

The K-12 staff has developed goals and objectives to accomplish the priorities set forth in the original proposal which are as follows:

A. Development of occupational information teaching units

A series of workshops for teachers of fourth, sixth, eighth, tenth, and twelfth grades will be scheduled in order to develop appropriate occupational instructional teaching units which may be incorporated into the on-going social studies of language arts program.

The third, fifth, seventh, ninth, and eleventh grade instructors will participate in similar workshops the second year of the project so that a comprehensive and coordinated occupational information program can be developed to include all levels of instruction from primary through secondary education.

The workshops are intended to aid instructors in developing instructional units appropriate for occupational emphasis; to plan strategies of instruction; and, to execute those instructional strategies.

These teaching units will be designed to influence and nurture positive work-related attitudes of pupils, as well as increase pupil's knowledge of occupational information and career alternatives.

The teacher orientation activities for occupational

education programs as developed by the Rocky Mountain Educational Laboratories will serve as a guide for the conduct of the workshops. The Aims College staff, along with the consultants listed in the full proposal will be responsible for the implementation of the faculty workshops. In addition, personnel from the Social Science Education Consortium, University of Northern Colorado will be available to assist in planning the workshop sessions on a contract basis, if needed. Evaluation of the effectiveness of the workshops in measuring the attitude, concept, and perception shifts of the participants will also be conducted.

The workshops will be scheduled on a continuing basis to the completion of the teaching units with faculty being reimbursed at the regular daily teaching rate. The teaching units will be reproduced and disseminated to all instructors in the district.

B. Assessment and Exploratory Program

The Aims College Learning Laboratory staff and the Occupational Education Division will assist the Fort Lupton School District in the implementation of an assessment and exploratory program at the ninth grade level. This assessment and exploratory program will

include educational and personal evaluation, counseling services, occupational orientation, work exploration and occupational assessment involving actual experience in various occupational areas in a small shop situation. This exploratory program will allow students to make a considered training selection as they reach the secondary level.

C. Cooperative Training Programs with Secondary Education

As was indicated in the full proposal, this project will provide an opportunity for increasing the occupational offerings now available to secondary students by the development of cooperative training programs between Aims College and the school districts.

This cooperative program was enhanced by the designation of Aims College as an area vocational school and by the agreements reached with the school districts indicated in Appendix B.

It should be noted that the cooperative program has enhanced and supplemented the current secondary program and was not intended to replace that program. These cooperative programs have provided secondary students with a far greater variety of occupational training opportunities than had been available in the secondary

schools.

Since September, 1970, secondary students have been able to participate in the following occupational programs at Aims College.

Welding	Business, Secretarial Studies
Auto Mechanics	Office Production
Auto Body	Building Construction Trades
Drafting/ Engineering Tech	Sportscraft and Aircooled Engines
Nurse's Aid	Electronics

Aviation Technology

C. Procedures Followed

The general plan is to offer a comprehensive approach to provide occupational education for the disadvantaged; that is, programs offering direct vocational and pre-vocational training, cooperative work-study, and new methods of recruitment and counseling. In addition, increased efforts are made to widen the occupational awareness of the disadvantaged youth at the elementary and secondary levels. Finally, the program will promote cooperation betweer public education and manpower agencies. While each separate effort provides another step to broaden the occupational opportunities, a comprehensive

approach which combines efforts on several fronts provides a synergistic effect to problem solving. Thus the probability of achieving success is greatly enhanced.

In developing an effective plan for meeting squarely the goals and objectives of this project, two key considerations have to be recognized: (1) hiring of qualified personnel who are responsible for implementation of relevant programs and, (2) the appropriateness of the methods and techniques that are utilized in relation to the needs and perceptions of the target population.

The Exemplary Project in Vocational Education for Disadvantaged Youth was devised to accomplish change through relevant counseling and recruitment, promote germane instructional programs, work experience, and work with pertinent Advisory Committees. By specifically identifying dropouts through a cooperative system, potential and actual dropouts from the secondary schools are referred immediately to the Vocational Counselor in Operation Bridge. The referral network depends upon the following: school districts within the Aims District, community agencies, probation offices and a vast

network of prominent Mexican-Americans.

OPERATION BRIDGE REFERRAL NETWORK

Name	School	Town and Phone
Mrs. Sternberg	Greeley Central	Greeley 352-9325
Virginia Burgess	Greeley West	Greeley 353-5303
Julie Barton	Valley High	Gilcrest 737-2494
Pat Grace	Fort Lupton High	Fort Lupton 857-6766
Bev Nielson	Roosevelt High	Johnstown 587-4559
Anis Quidwai	Platte Valley High	Kersey 352-6168
Gary Harsin	Windsor High	Windsor 686-7496
Allen Mauldin	Highland High	Ault 834-2816
Rich Johnson	Eaton High	Eaton 454-2398
Ken Shuman	John Evans Junior High	Greeley 353-5165
Don J. Harebrode	Juvenile Parole	Greeley 352-7053
Kirk Swenson	Juvenile Probation	Greeley 353-8050 Ext. 56
Betty Lee	Rehabilitation Department	Greeley 352-5180

OPERATION BRIDGE REFERRAL NETWORK

(cont'd)

Name	School	Town and Phone
Joe Andrade	Department of Employment	Greeley 353-6210
Case Workers	Department of Welfare	Greeley 352-1551
Jack Jacobs	Youth Services Bureau	Greeley 353-9760
Tom Medina	W. C. O. A.	Greeley 353-4787
John Klein	Our House, Inc.	Greeley 353-4150
Joe Ruibal	KYOU Radio	Greeley 356-1450
Chuck Smith	District VI Pupil Services	Greeley 353-4732
Milli Stauffler	W. I. R. A.	Greeley 352-4551
Fay Mora	C. A. P.	Fort Lupton 857-2771
Rich Rangel	Migrant Education	Greeley 356-1528
Darrell Davis	B. O. C. E. S.	La Salle 353-3985
Ron Sandoval	Watte Action Group	Wattenburg

Once a potential student has been identified, it becomes necessary to establish a working rapport between him and Aims College. In working with the disadvantaged

youth, this means guidance and counseling with the entire family. Thus the Operation Bridge Vocational Counselor meets immediately with the potential or actual dropout and his family in an effort to return him to the secondary school or develop for him a vocational program at Aims College. Placement into a vocational program at Aims College is determined by: considerations of educational background, interest and ability which is determined through personal interviews as well as examinations, and encouragement to participate in pre-vocational programs.

In developing a relevant instructional program, one important fact becomes most important. When working with the disadvantaged youth, the instructional program must be individualized and flexible. With this in mind the following techniques are employed:

A. As each disadvantaged youth enters the project, the student, his parents and the counselor develop an individual package which contains that student's vocational goals and objectives.

   The package sets up objectives for the student toward which he can work at an individual rate. As a result, the student

is not locked in by time constraints such as semesters or quarters, but moves along as quickly as he can achieve his objectives.

B. The educational success of an individualized instructional program is dependent on intensive tutorial assistance. The Operation Bridge Program at Aims College has demonstrated that the tutorial system has been highly effective in improving student academic success, and in increasing the student retainment rate. Operation Bridge has provided the disadvantaged youth with extensive tutorial assistance so that these students may meet regularly with a qualified tutor on a one to one, one to two, or one to three basis.

C. The project includes a pre-vocational phase which provides for occupational exploratory courses, and basic and remedial instruction as appropriate to the individual youth's needs.

The Center for Career Exploration operated by Aims College allows a unique approach to pre-vocational education which provides disadvantaged students the opportunity to explore numerous vocational areas prior to

a commitment for in depth occupational training. This pre-vocational program includes youth interested in Business Occupations. These preliminary steps allow disadvantaged youth a realistic approach to vocational awareness through job-related "hands-on" activities.

In addition to the above-mentioned Pre-Vocational Program, the dropout is also provided with pre-vocational classes in Adult Basic Education, whereby he can enhance his reading, mathematics and writing skills. Aims College has developed a very effective G. E. D. (General Educational Development) Program which allows dropouts to work on the equivalent of a high school diploma while engaged in a vocational program within the institution.

The G. E. D. Program involves diagnosis of student learning difficulties and strengths. After diagnosis, a program is designed with concrete learning objectives based on that individual student's needs of which the student may work at his own pace.

In the G. E. D. Program, diagnosis is achieved through the use of diagnostic tests (California Adult Basic Education tests, Stanford Achievement tests, and the Mott Placement Guide), a sequential reading program from reading levels one to twelve is then designed on a

student contract basis. Semi-programmed materials at varying reading levels in English, Social Studies, Science, Literature and Math are assigned. Student's reading, language and computational skills are diagnosed for placement purposes and then the student is given materials to suit his particular skill level in each area. From there the student progresses from objective to objective, which are written out for him so that he constantly knows what he has learned and what he has yet to learn, until his completion of the program.

Individualized instruction allows for the use of many different types of supplementary materials as well as the core sequential reading, language and math program. Learning activity packages, cassettes, filmstrips and language master machines are available to the student through the Aims learning laboratory. Many of the supplementary materials are involved with job orientation, and students in G. E. D. classes are encouraged to make decisions concerning further job training while in the class so that their academic studies may be related whenever possible to their choice of a vocation.

In summary, the G. E. D. Program at Aims is based on a core sequential curriculum of study which allows for individual placement and program progress. Supple-

mentary materials to the core curriculum are designed to expose students to job orientation and different possible vocations so that the student may relate his academic studies to his vocational choice.

As the disadvantaged youth progresses, he will move into the on-going vocational offering of the institution. Within the framework of the school's instructional program, an attempt is made to allow the student to enter any class at any time, begin at a level commensurate with his abilities and progress to the limits of his potentials. The project, therefore, does not establish separate courses for the disadvantaged youth but assimilates these youths into the regular vocational programs. This approach provides a realistic and meaningful vocational education program without segregating the disadvantaged youth into separate courses and without creating the additional barrier that they are once again "different" from the normal or typical student. The techniques that have been employed recognize the social and cultural handicaps of the disadvantaged, provide him with the means to overcome and eliminate these deficiencies and allow him to compete successfully in a regular vocational education program. Counseling has to be continuous and intensive throughout

the program in an effort to restore self-confidence and reassurance which are generally lacking in the disadvantaged youth's make-up.

One phase of guidance and counseling that is often neglected is the assistance needed by the former disadvantaged youth after he reaches the employment stage. Many of these youths find the transition difficult to make with little counseling available to them on the job. This project emphasized long range follow-up by counselors who have made themselves available for advice and assistance after the students are in an employment situation. After the disadvantaged youth has been employed, he may feed back into the program at any time and at any level of the educational experience. This is perhaps the most vital element of the program. At any time in his employment career, the disadvantaged youth can return to the school for personal or professional advice, additional tutorial assistance, and occupational skill upgrading.

One of the major handicaps facing the disadvantaged is economic; many students simply lack the funds to pursue an occupational education program. The project provides the disadvantaged youth assistance by furnishing each with all the necessary texts, supplies, and fee

waivers.

Another of the major handicaps facing the disadvantaged student is his limited exposure to the total world of work. Interpreting the causative experiences of being disadvantaged according to his own standards, one may conclude that the abject condition of the disadvantaged is that person's own fault. In reality, we find that the cumulative aspects of being disadvantaged only deepens his rut of defeat and isolates him further from the productive successful way of life that is available to so many Americans.

Social and psychological preparation is thus necessary for successful industrial work. According to Marc Fried, in an article entitled "The Role of Work in a Mobile Society," there are four levels of work role orientations in the industrial hierarchy, each of which must be mastered comfortably before the worker can move up to the next. A brief description of these four work role concepts follows:

1. Work as a job: the process of learning to obtain and hold a job.

2. Work as a task: the ability to shift from the most routinized performance of duties and obligations to a conception of various parts of the work process as pleasurable, as an opportunity for the development of manual or cognitive skills, and as a process

that allows for a sense of mastery in the performance of tasks.

3. Work as an occupation: the development of responsibility for an entire work role.

4. Work as a career: the identification of the individual's own personal achievement with the occupational role he fills.

According to Fried, then, the worker must master each work level and must feel comfortable within it before he can move on to the successive one. Successful efforts to upgrade the occupational qualifications of the disadvantaged build upon a natural process of transition.

The inclusion of a work experience opportunity coupled with vocational instruction and realistic counseling has provided a positive movement along the sequence to effective work-role orientation.

While special provisions have been made in the counseling and instruction areas to help provide vocational education for the disadvantaged, additional efforts have been made at the elementary and secondary levels to provide better occupational orientation and guidance. To meet this objective, the following methods have been emphasized:

1. A system has been developed whereby potential and actual dropouts from the secondary schools

will be referred immediately to the vocational counseling staff at Aims College.

2. New courses in vocational education for secondary students have been established by Aims College. This institution currently has cooperative agreements with the secondary schools in the district to provide vocational education opportunities for high school students. Aims College has become an Area Vocational School which greatly increases the vocational education opportunities for secondary students.

The K-12 Component is designed to disseminate career information and provide training programs at the elementary and secondary level which includes the fifteen school districts which are part of Aims Junior College Service Area.

Specifically, the demonstration and developmental activities are conducted in cooperation with School District Re-8 at Fort Lupton. As materials, programs and methods are developed and evaluated at the target site, these techniques and procedures are being introduced to other school districts in the component division of Aims College.

The development of occupational content units by instructors of the K-12 Program has taken place. These teaching units are designed to influence and nurture positive work relevant attitudes of pupils, as well as

increase pupil's knowledge of occupational information and career alternatives. The teaching units are being reproduced and disseminated to instructors in Aims College District who want them.

Specifically, the following activities and their perceived outcomes have taken place in the K-12 Component of Operation Bridge.

Activity - Career Education Guidance Conference for Counselors and Administrators, October 19, 1972.

Outcomes - The conference was successful in its attempt to orient local school administrators and counselors of the State's current philosophy and direction in the area of career education. The conference also served as a spring-board to re-emphasize the objectives, services, and activities of the Operation Bridge Program. As a result, a much smoother working relationship has been achieved between the Operation Bridge Counselors and the School District Administrators.

Activity - In-service Workshop for Fort Lupton teachers and administrators. November 9, 1972.

Outcomes - The workshop was successful in its attempt to acquaint the Fort Lupton teachers with the goals and philosophies of the new K-12 Coordinator and to let the teachers review and evaluate the curriculum materials and audio visual equipment currently available for their use.

Activity - Duplication and dissemination of teacher-prepared career education materials.

Outcomes - All of the teacher-prepared curriculum materials developed in an Operation Bridge workshop have been either duplicated and disseminated, or have been made available for classroom use. The teachers were pleased to finally have an opportunity to test and evaluate their own materials.

Activity - Development of a bibliography of all career education materials currently available through Operation Bridge and a method of dissemination.

Outcomes - This was probably the most welcomed activity the K-12 Component has performed to date. The classroom teacher is now able to quickly

identify the types of career education materials which will complement her immediate unit of study. The curriculum materials can then be obtained by coming to Aims College and picking them up or by calling the K-12 Coordinator to arrange for them to be delivered. Most of the materials are available for a one-week loan; however, longer periods of time can be arranged.

Procedures being used to relate this project with other Career Education activity in the geographic area.

1. The K-12 Coordinator and a Gilcrest/La Salle counselor made a site visit to the Career Education Project in Jefferson County on November 8, 1972. The purpose of the meeting was to identify the goals, objectives, and activities of current Career Education projects within the state and to cooperate in our efforts.

2. The K-12 Coordinator has been asked to participate and assist where needed in the Career Education workshops currently being conducted by the Colorado State Board for Community Colleges and Occupational Education. Weekly

workshops are being conducted in two of the target areas for Operation Bridge: Gilcrest and Johnstown. The K-12 Component of Operation Bridge will provide follow-up information and services to the teachers now participating in the ten-week workshop.

3. The Career Education Coordinating Council at Colorado State University is currently working with the K-12 Coordinator in an advisory capacity. Two preliminary meetings have been held with Dr. Maurice Thomas and Dr. Arvin Blome at C. S. U. The entire Council will soon visit the Operation Bridge Project and will be asked to identify any services they could perform which they feel would strengthen the Career Education Component.

4. An effort is currently being made to conduct a Conference Call Workshop between the Riverton Wyoming Project teachers and the Fort Lupton teachers. Tentative support has been received from the Riverton Project Director, Mr. Burgess, and from the Administrative Assistant, Mr. Acre, in Fort Lupton. The Conference Call phones will be installed by Operation Bridge and the

workshop conducted as soon as a convenient date can be identified by both groups.

5. The Weld County Committee on Career Education, currently chaired by the K-12 Coordinator, has been formed as an advisory group to support and promote the Career Education philosophy in both the schools and businesses in this area. The membership of the committee currently consists of representatives from District VI School system, University of Northern Colorado, Aims College, Greeley Chamber of Commerce, local business owners or managers, interested parents, and people from the community. One of the committee members is also a member of State Advisory Council for Vocational Education in Colorado. His very active participation provides the committee with an open line of communication to state and national Career Education activities. The committee is currently involved in the development of a Career Opportunities Guide and in the completion of an occupational survey of the Greeley area.

The Weld County Committee on Career Education, chaired by the K-12 Coordinator, Dr. Dave Bockman, feels

that the development of a Career Opportunities Guide would be the starting point at uniting the area businesses with the vocational and career education goals. The purpose of such a guide would be to assist Operation Bridge and Weld County Counselors and teachers in advising students in the Weld County Area. The Guide will also provide the information needed to establish a viable cooperative education program.

Rationale: Operation Bridge has as its major goal to lessen the numbers of uneducated and/or employed youth. In order to accomplish this monumental task, Operation Bridge has numerous tentacle-like programs which reach into many facets of the community, the schools, the homes, and the business world. The target youths are sought out, counseled, and advised of the most logical educational and/or occupational path they should follow in order to succeed in our society.

The educational concept currently referred to as Career Education is also a major component of Operation Bridge. The major impetus here is the development and modification of existing curriculum and educational techniques in order to implement a meaningful concept of education which is relative to the student's future occupation or his career.

In order for an exemplary project such as Operation Bridge to succeed, it is imperative that a thorough knowledge of the business world be available to all counselors and teachers involved in this project.

This knowledge will provide information vital to the vocational administrator in developing classes concurrent to the employment needs of the community. It will also assist the school counselor in providing pertinent information to students interested in Career Education. The benefits to the teacher are threefold; first, the teacher will have a single directory of local businesses who will cooperate with schools by permitting student visitations. Second, the teacher can easily find those businesses which can assist in the classroom by supplying free career opportunity literature, films, or speakers. Third, the teacher will be aware of career opportunities in the local area available to her students. A compilation of this type of business world information will also benefit the businessman. It will hopefully eliminate a portion of the continuous flow of people from different schools requesting the same types of information.

In the development of this project, it becomes apparent that no educational program could remain iso-

lated from the labor, business, and manpower agencies. In order to provide a bridge between the school and these other agencies, the following steps have been taken:

A. The President of Aims College has presented Operation Bridge and received full support from the following representatives of labor: Herrick Roth--Director, Central Colorado Labor Council; George Westerberg--Director, Northern Colorado Labor Council; Anton Zafereo--Director, Southern Colorado Labor Council and member of the State Board for Occupational Education. In addition, support has been received from the following representatives of the Building and Trades Labor Council: Richard Polson, Mart Martinez, A. R. Thorp, Jack Spaar, James Sparks, Wilbur Jaenson, Jay Shiflet.

B. The director has established a close working rapport with related manpower agencies to coordinate and develop a liaison between those agencies and the school. Currently, the director serves as a board member or advisor to the following agencies:

1. Weld Information and Referral Service (WIRS) - Board Member.
2. Windsor Action Group - Honorary Member of the Group.
3. Weld County Comprehensive Health Program - Board Member.
4. Cooperative Area Manpower Planning System (CAMPS) - Vice President.
5. Win Incentive Program (WIN) - Group Member.
6. Migrant Health Program - Board Member.
7. High School Equivalency Program (HEP) - Board Member.
8. Consortiom Group - Wattenburg - Group Member.
9. Nutrition-Education Health Program - Chairman of Sub-Committee.
10. Colorado Migrant Development Corporation - Member.
11. Colorado Association for Continuing Adult Education in ABE - Member.

The project staff is functioning as a team in coordinating the efforts of their areas of specialization in implementing a comprehensive vocational education program for disadvantaged youth at Aims Junior College.

The staff is comprised of the following:

1. Robert N. Rangel, Jr., Special Needs Division Director, responsible for overall implementation of Operation Bridge Project.

2. George Mata, Associate Director of Special Needs Division, assigned Operation Bridge Project Coordinator.

3. Dave Bockman, K-12 Coordinator, responsible for coordinating the K-12 Component of Operation Bridge Project.

4. Charlotte Andrade, Phillip Rangel, Vocational Counselors, responsible for guidance and counseling of the total family unit towards a vocational education.

5. Tom Chagolla, Pre-Vocational Coordinator, responsible for developing materials for the Pre-Vocational Career Exploration course, carries out job placement, and developing of both part-time and full time jobs for disadvantaged youths.

   Jack Hernandez, Sue Poston, Jerry Kiefer, Gloria Vasquez, Martha Benevides, Ralph Rangel, Terri Mapelli, Chuck Gonzales, Marie Alexander, Art Terrazes, Tutor Counselors responsible for tutoring disadvantaged youth in the vocational education program. (The Tutor Counselor staff will vary from week to week depending on the educational needs of the disadvantaged youth.)

   Mary Garcia, Betty Martinez, and Jesse Rodriquez, Peer Counselors for the project. The peer counselors assist Charlotte Andrade and Phillip Rangel in the regular counseling duties of Operation Bridge disadvantaged youth. The peer counselors were selected from the Operation Bridge student body due to their outstanding progress with the project. Mary Cardona, Lydia Mendoza, secretaries for Operation Bridge.

D. Results and Accomplishments

"The Career Education concept becomes the focus of the total education program from pre-school through

adult education. Vocational education should have deep involvement in Career Education and particularly the Career Exploration phase as it does its prime job of skill training in secondary, post-secondary and adult vocational technical programs." This statement was made in a Position Paper on Career Education, May, 1972, prepared by the Colorado Advisory Council for Vocational Education.

This concept is becoming accepted within the local districts and across the state and nation as growing interest in the Operation Bridge Exemplary Program has brought this project into prominence.

Teachers and staff, as well as administrators of the demonstration district, become involved in Career Education activities during the second year of program implementation leading toward outstanding understanding and commitment to the goals and objectives of the K-12 Component, which is significant in the achievement of the overall objectives.

The Operation Bridge Exemplary Project in Vocational Education has met with favorable community reaction and has carried over into many of the communities served by Aims Junior College. The project has received out-

standing support from business and professional people and from a cross-section of the residents of Weld County.

Advisory Committees have been activated in the various stages of the Operation Bridge Exemplary Project as an effective method of total community involvement: the K-12 Component, Weld County Committee on Career Education, the Dropout Component, Weld County Chicano Council.

A functional unit whereby potential and actual dropouts can be identified has been refined in cooperation with the fifteen districts in Aims College Service Area. A vast network of prominent Mexican-Americans from the target areas are now being utilized as a referral network through the barrio system in Aims College Service Area.

The project counselors were engaged in Guidance and Counseling of some 200 dropout youths each quarter of 1972. On an average, 55% of Operation Bridge youths are enrolled in pre-vocational experience, and 45% are enrolled in a vocational program at Aims College. On an average, 62% of the Operation Bridge youths are less than 18 years of age, 23% are less than 20 years of age and 15% are over 20 years of age. Of the ethnic back-

ground, 60% are Mexican-American, 39% Anglo and 1% other. In relation to sex, the percentage is about even, 51% males and 49% females. The Operation Bridge Student Employment Report gives an indication of job placement.

STUDENTS EMPLOYMENT REPORT

Winter Quarter, 1972

Number of Operation Bridge students on NYC. . . .	7
Number of Operation Bridge students on work-study	8
Number of Operation Bridge students employed in the community.	6
TOTAL	21

Spring Quarter, 1972

Number of Operation Bridge students on NYC. . . .	10
Number of Operation Bridge students on work-study	24
Number of Operation Bridge students employed in the community.	10
TOTAL	44

Summer Quarter, 1972

Number of Operation Bridge students on NYC. . . .	74
Number of Operation Bridge students on work-study	4

Summer Quarter, 1972

(cont'd)

Youths placed through Operation Bridge Youth Employment Office . . . Total 68	
TOTAL	88

Fall Quarter, 1972

Number of Operation Bridge students on NYC. . . .	13
Number of Operation Bridge students on work-study	7
Number of Operation Bridge students on jobs in the community.	1
TOTAL	21

The concept of exploration of vocational and occupational areas has made it possible for disadvantaged youth to explore numerous vocational and occupational areas prior to entering instructional programs at Aims College. Operation Bridge Project has been very successful in identification and development of new opportunities for work experience. A large number of Operation Bridge students have been placed on full or part-time jobs. Primarily, the job meets the economic needs of the drop-out and secondary, provides actual on-the-job experience in the chosen area of vocational education.

The success encounter at the demonstration site

this second program year has been positively accepted by several districts within the service area. A network for distribution of career information and developed instructional units has been established through the fifteen school districts in Weld County.

A questionnaire was distributed at the end of summer quarter to the Operation Bridge youths attending classes at the Center for Career Exploration. The results of this questionnaire have aided in planning in this program area.

OPERATION BRIDGE

CAREER EDUCATION SKILLS CENTER QUESTIONNAIRE

1. Did you enjoy working in the Skills Center the past quarter?

   Yes - 15 No - 0

2. Which of the four listed areas did you enjoy working in most?

   a. Wood - 3
   b. Welding - 2
   c. Auto - 9
   d. Drafting - 1

3. Did you work in all four areas of the Skills Center?

   Yes - 12 No - 3

4. Do you feel that you have a better understanding of the world of work after working in the Skills Center?

   Yes - 15 No - 0

5. Has the Skills Center helped you make any decisions regarding your future career?

   Yes - 14 No - 1

6. Do you plan on returning to school to learn more about any of the careers you explored in the Skills Center?

   Yes - 13 No - 2

7. Are you planning on enrolling in one of the vocational courses at Aims College next quarter?

   Yes - 9 No - 6

8. Do you think that you could benefit by taking another quarter of the Skills Center?

   Yes - 14 No - 1

9. Would the class have been more valuable if it were larger or smaller?

   Larger - 9 Smaller - 6

10. Give your teacher a grade on his ability to explain things to you.

    A - 11 C - 0
    B - 4 Poor - 0

11. Give your teacher a grade on his knowledge of the areas of the Skills Center.

    A - 13 C - 0
    B - 2 Poor - 0

12. Give your teacher a grade on his willingness to help you.

    A - 12 C - 0
    B - 3 Poor - 0

13. Would the class have been more valuable if you had been required to do an exercise in each area?

    Yes - 6 No - 9

14. Would you register for the Skills Center class if you were not going to get NYC money?

    Yes - 13 No - 2

15. Grade the teacher's assistant on his ability to work with you and your ability to work with him.

    A - 6 C - 1
    B - 8 Poor - 0

16. What additional equipment do you feel the Skills Center needs?

    a. more jacks
    b. auto body sanders
    c. brake lathe
    d. cars
    e. more leather
    f. more wood hardware and things
    g. hoist
    h. more tools and jacks, bumper jacks

17. What additional areas would you like to have in the Skills Center?

    a. electricity
    b. leather work
    c. aviation
    d. body work
    e. concrete work
    f. painting
    g. roofing
    h. drafting

18. What changes would you make in the Skills Center?

    a. a bigger one
    b. have own building
    c. tool check-out room
    d. shop foreman and safety foreman
    e. bigger building
    f. separate welding and wood auto
    g. none

19. What did you not like about the Skills Center or the teachers?

a. class time too short
b. no lockers
c. the wood working area
d. too far away - no transportation
e. nothing
f. they didn't help you enough

20. Give yourself a grade for your work in the Skills Center.

A - 2 B - 10 C - 3

21. What do you feel was the best thing about the Skills Center?

a. Taking this test.
b. Working with the teacher and the other boys.
c. The opportunity.
d. The welding area and the way he taught it.
e. Auto mechanics.
f. Pleasant working conditions.
g. Auto.
h. All of it.
i. Plenty of opportunity to learn anything you want.
j. Auto and welding.
k. Working in wood and auto area.
l. Working with the cars. I learned a lot more here. It was a better teaching method.
m. Drafting.

On July 12-14, Bob Rangel, Charlotte Andrade, Tom Chagolla, Dave Bockman and Dr. Williams, Vice President of Aims College attended the Exemplary Projects Region VIII Workshop in Riverton, Wyoming. The purpose of this workshop was to bring together educational personnel involved in Career Education through the Rocky Mountain

region for the purpose of problem discussion and solution.

The Instructional Resource Materials list, Center for Career Exploration Equipment list, and Project Book list have been prepared and distributed throughout the Aims Service District.

A series of workshops have been accomplished at the elementary and secondary level which have promoted career educational materials.

A Sub-Project contract with the Department of Vocational Education of the University of Northern Colorado was entered into in order to meet the need for an organized systematic approach to curriculum modification and/or restructuring. It was agreed that the Department of Vocational Education would:

A. Provide in-service instructional sessions in Career Development Education for participation from elementary schools in Weld County.

B. Utilize an involvement team to assist in facilitating the implementation of the Program.

C. Provide consultative service.

D. Sponsor summer workshops for K-6 and 7-12 teachers selected by Aim's Operation Bridge Director.

The Career Education Guidance Conference for Coun-

selors and Administrators was sponsored on October 19, 1972. The conference goals were to up-date school counselors and administrators on current national, state, and local career education activities and to discuss and identify career education implementation problems and successes. Mr. Lee Cavner from the Colorado State Board for Community College and Occupational Education was the main speaker on "Where Is Career Education?"

An in-service workshop for Fort Lupton teachers was held on November 9, 1972, for the purpose of better acquainting these instructors with the goals and objectives of the K-12 Component, and to see and evaluate the curriculum materials and audio visual equipment currently available for their use.

The following Exploration Packages are available through Operation Bridge, K-12 Component at Aims College.

	AUTHOR	TITLE	GRADE LEVEL
1.	Phyllis Ceretto	Secretary	4
2.	Jane B. Sheldon	American Industry	5
3.	Anna Coleman	Food Industry Workers	2
4.	Sally Miller	Lawyers and What They Do	
5.	Joyce Ingersoll	Filing and The World of Work	4
6.	Judy Battenschlag	The Super-Market	2

	AUTHOR	TITLE	GRADE LEVEL
7.	Bernie Martinez	The Taxicab Driver	
8.	Dorthy C. King	Stock Market	5
* 9.	Mike Klein	Advertising & Marketing	5
*10.	Edna Seeger	Germs and the Body	6
*11.	Annette Gaddis	The Postman	4
*12.	Mildred Dailey	The Veterinarian	2
*13.	Kathy Cogburn	Professional Musicians	1
*14.	Gloria Morgan	Musicians at Work	5

* Currently being duplicated.

E. Evaluation

Third Party Evaluation

Team Report

September, 1972

INTRODUCTION

Aims College, a locally funded institution, is located in Weld County, a county having the largest dropout rate in the State of Colorado. Of the approximately 300 dropouts each year from the secondary schools within the Aims College district, 66% are of Mexican American descent.

While it is recognized that poverty and its adverse effects are not only limited to the Mexican Americans in this region, the low-income Mexican American family represents a unique need, which Aims College has tried to meet through the inception of a Special Needs Program established for disadvantaged students in the Fall of 1969.

Aware of its obligation to both the disadvantaged and to occupational education, Aims College proposed to expand the efforts and capabilities of the above program in order to develop an effective bridge that would span the cultural and social barriers of the Mexican Americans by providing for them a meaningful road to vocational education and occupational success.

Lacking adequate financial resources to implement a comprehensive program that would have a substantial impact on the problem, Aims College sought and obtained funding on February, 1971, for a three year period, from the Department of Health, Education and Welfare, under Title VII of the Civil Rights Law of October, 1964.

It is to the evaluation of this program that this report is addressed.

From September 18-21, 1972, a team of three members visited Aims College and conducted a preliminary evaluation of the Operation Bridge Program (hereafter referred to as OB). Heading the team from NSSMA were Kenneth Lujan, with research associates Richard Ortiz from San Antonio, Texas and Marcela L. Trujillo from Denver, Colorado.

This report constitutes Phase I of the evaluation and treats the dropout component of Operation Bridge in terms of:

1. Administrative operations
2. Student response, and
3. Community awareness

Preliminary recommendations are appended to the observations made by the evaluating team, after conferring with members of the administration, staff, Advisory Board, students and community.

All these preliminary observations concern the aspects of the program directly related to the specific objectives outlined in the Aims College Proposal, namely:

1. Prevocational and vocational counseling on the basis of the total family unit
2. K-12 Career Education within Weld County School Districts, including in-service training for teachers and administrators
3. Intensive tutorial assistance for all prevocational and vocational students participating in Operation Bridge
4. Formation and utilization of an advisory committee comprised of educational and manpower agencies
5. Establishment of a county-wide referral and outreach system for referring potential and actual high school dropouts to the program
6. Development of a prevocational career exploration course to expose the student to the many options available to him in the world of work

7. Development and utilization of a career skill center which offers significant exploratory "hands on" experience

8. Providing each Operation Bridge vocational student the opportunity for intensive vocational skill training within the available vocational-technical fields offered at Aims College

9. Providing part-time and full-time job referral and placement services.

Phase I of this evaluation deals with all of the above cited objectives of the program, with the exception of #2, related to the K-12 Career Education component. This aspect will be evaluated in Phase II of the proposed study.

School was not in session at the time this first part of the evaluation was made and the number of students contacted personally was therefore minimal. Also, it was not possible to interview as many members of the community, advisory committee and administrative staff as would have been desirable. The scope and over-all effectivity of this study are thus, limited. Observations mainly give a fairly clear picture of what the program is trying to accomplish, and recognize its major strengths and weaknesses. All this material is meant to prepare the groundwork for a more detailed and comprehensive evaluation to be completed during Phase II. It should be of assistance to the Aims College administrative staff in their efforts to redirect the accomplished goals so as to meet the aims of the originally proposed program.

The method of evaluation followed by NSSMA's team consisted exclusively of personal observation, field visits and written interviews. Different questionnaires were designed to investigate areas related to (1) administrative operations, (2) students' responses, (3) advisory committee's role and (4) community awareness (See Appendix B). These questionnaires will be refined for the execution of Phase II of the evaluation.

In addition to written reports by all persons contacted, there was research into administrative procedures and filing system. Investigation not restricted to the designed instrument of evaluation, adhered to the objectives of the OB proposal.

The Administration of Aims Junior College is comprised by:

Dr. Edward Beaty, President of Aims Junior College

Dr. Jay Williams, Vice-President of Aims Junior College

Dr. Richard Laughlin, Dean of Student Services

Dr. Rex Craig, Dean of General Studies

Mr. J. Toler, Business Management Officer

Mr. James Burden, Dean of Vocational Department

Mr. Robert Rangel, Dean of Special Needs and Director of Operation Bridge

All members of the Operation Bridge staff with the exception of part-time tutor-counselors were contacted, as follows:

Project Director, Robert Rangel

Counselors, Philip Rangel, Charlotte Andrade

Assistant Director, George Mata (Also Tutorial Director)

Employment Coordinator, Tomás Chagolla

Skills Center Director, Dr. David Bockman

OB Secretary, Lydia Mendoza

The following teachers who work with OB students were interviewed:

Robert Cloyd, Trade and Industry vocational instructor

Dean Burden, Chairman, Vocational Department

Dr. Dave Bockman, Director of Skills Center

Members of the community and of the Advisory Board were also contacted:

Anthony Espinoza, OB Advisory Board

Ernest Andrade, OB Advisory Board

Tom Canzona, Spanish Colony Recreation Center

Five students enrolled in the program were available for comments and observations:

Juan Luis Zamora, OB student

Mary Romero, OB student

Bryant Conner Jones, OB student

Gloria Lopez, OB student

Priscilla Soto, OB student

EVALUATION

The Operation Bridge Program

The average student who participates in the Operation Bridge program is a dropout, age somewhere between 14-20 years, and has been referred to OB by a high school counselor, a teacher, or someone in the community. He is usually a Chicano who has found that the public school system has failed him, has not been relevent, or has not responded to his needs. As a "failure" in school, he imagines himself to be a failure in society, and is suspicious of a structured education. OB aims to instill self-confidence into him, and with it, the security needed to succeed. The OB student responds to a humanistic approach in teaching and learning. Enrolled in GED classes, high school transfer courses or vocational occupations, he becomes optimistic about attaining a college education because staff and students in OB are motivating him to higher and vocational education, as well as giving him academic-vocational knowledge and experience.

One hundred and fifty (150) students are presently enrolled and are being serviced by Operation Bridge. Approximately two hundred (200) are expected to attend the fall semester.

The primary mission of the program is to help the Chicano find himself; to provide him with a survival skill that he can sell on the open market and then to motivate him to keep on upgrading that skill. While giving him a saleable skill, the student is also made aware of upgrading his community life and is taught how to be responsible to that community.

Under the first classification the following items are included: office forms, travelogues and all-purpose contact sheets. The all-purpose contact sheet is meant to be the student's monthly report to the Director. It contains the minutes of OB staff meetings and literature on classes in vocational education.

The Student Files are classified Active and Inactive and contain a "Graduate" Section identifying GED graduates and graduates of the five-week training courses.

Tutorial Services

There are five or six tutors presently employed in the OB program, all juniors and seniors screened and hired by Mr. George Mata. These tutors usually come from the University of Northern Colorado, and assist students in their own specialized fields. No tutor is guaranteed a position from quarter to quarter, although the trend is to employ them regularly in the field of Basic Education: Mathematics, English, Literature and Science.

The tutor, if he is not Chicano, is expected to empathize with disadvantaged students. At the initial meeting, a schedule and a convenient place of study are set up by him and his student. Not only must the tutor have expertise in his field, but he must be willing and able to counsel the student in personal problems when the need arises.

Tutors are hired according to need, so that the number varies from quarter to quarter. A one-to-one relationship exists between them and the students, except for cases where more than one student needs tutoring in the same subject. A classroom type situation is then created.

The strength of the program rests in its:

- philosophy of service to students with special needs,
- sensitivity to those needs,
- flexibility to new ideas and ability to grow with any activity that the student wants to pursue, and
- coordinated services and activities with the community.

Recruitment and Orientation of Students

OB counselors recruit the students from what is known as the Aims College county, comprising Weld County and some of the outlying areas. Visits are made to high school counselors in the district schools in order to identify potential dropouts and to make them known to the high school counselors who will ultimately refer them to OB. OB advertises the project through posters in community places, public service announcements on Radio KFKA and through personal contacts with all agencies in the area. There is a citywide referral network working directly with OB for this purpose.

Once the contact is made, counselors visit the home of the prospective student to elaborate on the program and services of OB. If the student is undecided as to what occupation he wants to pursue, he is referred to the prevocational classes and to the Skills Center, where he can do exploratory work. Moreover, he can complete his GED while enrolled in prevocational classes.

If the student declares an interest in a particular occupation, he may be taken for an on-the-site observation of the actual work. If he still shows an interest, he, along with others, will attend

an orientation session on the aspects of vocational training in order to become familiar with what Aims College has to offer.

There is no set registration date. Students may register and begin actual classwork at any time during the academic year. There are no diagnostic tests that will map out progress at this time, but counselors agree that it usually takes no more than one quarter for the student to make a final decision on his choice of occupation.

Counseling and File System

A student's file in the counselor's office picked at random contained the following:

° Registration form - two copies

° Registration card - denoting the number of credit hours student is enrolled in

° Personal comments on counseling

° Course information on classes student is taking

° Counselor Contact Summary Sheet - details of home visit, e.g., who was present and subject discussed

The counselor keeps a daily contact sheet and records the purpose of these visits, whether they are intended for academic counseling or for job seeking. This sheet also records time spent with each student.

Files are structured into two areas: (1) Accountability Information-Counseling Spectrum and (2) Student Files.

Achievement is measured by a marking system graded A, B, C, IP (In Progress) and INC. INC. ("Incomplete"), means that the student is expected to repeat some aspects of the course in order to make the grade. Since students are not under the pressure of passing or failing, no checks are made on tutoring sessions. However, tutors can and do contact the counselors about any unusual absences.

After every fifth meeting, tutors are requested to submit to Mr. George Mata a written progress report, which is kept in each student's file.

The OB program demands that all classes in Vocational-Education be vocationally oriented. A student group helps select teachers and subject matter in various academic areas and the program adds or deletes classes as case may be. OB prevocational and vocational students are free to take electives in the liberal arts.

Supportive Assistance

Outside of tuition and book waivers, students do not automatically receive financial aid to provide for living expenses. There are approximately 25 work-study slots available for OB students, and they are in competition with other Special Needs students.

OB counselors assist students in the areas of academic studies, vocational occupations and employment. For serious personal problems students are referred to the Mental Health Center.

Employment Services and Opportunities

Students are encouraged to determine how and which classes my be innovated in the OB program, so as to provide them with a

meaningful experience in the world of work. Some subject areas suggested by the students are:

- ° Creative writing
- ° Community exploration
- ° Operating a small business
- ° Play production
- ° Printing and photography
- ° Modern poetry
- ° Automotives

Dropouts are counseled by the Top Placement Coordinator in the area of job application and are also helped in finding employment. During the summer, several profitable activities in the line of work experience were designed in order to initiate students into responsible occupational work. An Aims College lawn mowing service and a course on how to run a small business proved to be very profitable. Students who participated in these and other activities related their satisfaction at having learned to work with the OB newspaper, how to run office machines, etc. As of the Summer of 1972, there was a total of 98 job orders and 168 applicants. The highest paid job was for a Head Start health coordinator, and the lowest paying job was for baby sitting.

Services Provided by Operation Bridge in the Exploratory World of Work

A. Skills Center

The Study Skills Center, an exploratory center in vocational training, is located about a mile and a half from the Old Aims Lincoln Building. No regular students

from the campus are enrolled in this program and transportation facilities are made available to all those who participate.

Mr. Robert Rangel hired Dr. David Bockman as vocational instructor for the Skills Center, and although he recognizes Mr. Rangel as his ultimate superior, Dr. Bockman has complete control of the Center. OB counselors have rarely been utilized by Dr. Bockman in handling problems at the Center, but he has asked them to attend staff meetings on occasion.

Working with the general OB objectives, Dr. Bockman developed his own methodology. Instruction is measured by questionnaires filled out by the students and submitted to Mr. Rangel. There was a part-time assistant at the Center this summer, which has made more noticeable the need of a full time assistant, in order to release Dr. Bockman for more concentration time with individual students.

The environment at the Center is relaxed. Dr. Bockman has not developed a classroom type situation, but he does use the board when he wishes to emphasize a point wherein all will benefit. There were 12-14 students participating in this program this summer. They were provided with general information about the equipment at hand and given ample knowledgeable experience that was career oriented.

Time cards are used in order to provide a job environment for the sutdents, and they in turn write "in" and "out", giving a brief summary of what they do in the shop. This constitutes a report for the week, which is subsequently kept on file.

Although this is an experimental situation, Dr. Bockman plans to build an 8 x 10 house according to code specifications. Students will therefore get an on-the-spot idea of contractors' experiences in building. They will actually be involved in doing the wiring and the plumbing.

B. Trades and Industry Institute

The Trades and Industry building is located 3/4 of a mile from the central campus. This shop houses an Institute that is used as a vehicle for training students, although the actual work is done at a house on 14th Avenue. Because Aims College has a high school program that utilizes these classrooms during the day, students sometimes meet at the house instead of coming to the T&I building.

Migrant students attending this Institute and coming from the areas of Fort Lupton and Keenesburg, are faced with transportation problems that cause much absenteeism. The instructor, Bob Cloyd, has asked these students to be present a certain percentage of the time and has sometimes contacted OB counselors concerning this situation.

OB Administrative Procedures

Mr. Robert Rangel, Dean of Special Needs, is also Director of Operation Bridge. Mr. Rangel stands between the high administrative staff and his staff of 20 people in OB in addition to a total of 117 in Special Needs.

An organization pattern is followed, whereby Mr. Rangel dictates policy and writes job descriptions. The OB staff does not adhere to rigid lines of a hierarchical structure, but rather, works as a team. Operations and administration are divided in terms of responsibility. All handle phone calls, personal visits and administrative duties. Much paper work comes in which cannot be absorbed and delegations of authority exist in an informal sense. Support and encouragement are given to the staff by Mr. Rangel, who interjects the cultural value of "personalismo" (personalism) in his daily contacts. Regular staff meetings are held wherein problems and conflicts are resolved. It is obvious that the staff is loyal to the Program Director.

Delegation of Authority

Mr. Robert Rangel has the authority to approve leaves, vacations and travel. He permits the counselors to travel and to make home visits. When he himself travels, the Vice-President authorizes his travel and per diem. Mr. Rangel can write either an advancement or a reimbursement request. In the case of an advancement request, he must produce receipts that cover the projected expenditures on the advancement. Travel requests reflect mileage in the case of of in state travel, destination, purpose of travel, and time of departure and return.

Frances López, secretary of Special Needs, is also the head secretary. She trains, helps and oversees the secretaries' output. Secretaries report to the counselors, to the Director, and to the Assistant Director.

Delegation of authority is understood by all employers. If the director is gone, Mr. Mata makes decisions and signs requisitions. Frances coordinates the different projects and orders the consumable supplies. The correspondence control system consists of an incoming and outgoing file, but no reports control system exists to insure timely submission of reports. If reports do come in, they are sporadic.

Financial Procedures: Purchasing, Inventory

There are various program funds which are distinguished by separate code numbers. Checks are not signed in advance and no cash records are kept. The general ledger contains separate categories for accounts receivable. The fiscal officer, Mr. Jerry Toler, sends the Program Director a monthly ledger to account for his expenditures and balance.

Vouchers and requisition forms are submitted to the finance office and signed by Mr. Rangel. Numbered checks and supporting documents impressed with a "Paid" stamp are used, in order to prevent duplication of payments. Aims College provides furniture, equipment and other utilities.

Requisitions for purchases are approved by Mr. Rangel and Mr. Mata; Miss López has tentative authority over this. All purchase requisitions are checked with the budget to verify the existence of a budget line authorizing such a purchase, and a code system is used for every item that can be purchased.

Purchase orders are used to cover all purchases and receiving reports indicate receipt of all merchandise. At the finance office, invoices are kept to match the purchase order, indicating that an item was received or a service was performed prior to the issuing of the check. OB was audited two months ago by state and federal authorities.

Recruitment of Staff Applicants

Job vacancies are advertised through the media, through the Placement Bureau and through the Advisory Council. Mr. Rangel uses the format policies and standard application forms published by the Administration of the College. In the screening and hiring of his staff, however, other qualifications such as the following are considered:

° Empathy for the disadvantaged

° Knowledge of the barrio system and target community

Operation Bridge does not have a policy manual and the OB staff is currently using the regular Aims College faculty handbook.

The applicant's folder contains the following information:

- Letter of appointment
- Application remarks
- Reference checks
- Application form
- Authorization for promotions with proper documentation
- Personal commendations
- Record of adverse actions

Orientation

The college provides an employment packet which includes information about PERA, medical and life insurance and other related policies. Initially, orientation meetings are held for the benefit of all new employees, in order to brief them on the objectives and the philosophy of the project. Mr. Rangel also synthesizes the philosophy of youth and adult education so that there will be no generation gap at OB.

Time and Attendance

Time and attendance reports are required of all employees. Mr. Rangel signs them and sends them to the Finance Office. Hourly employees are not guaranteed a minimum of work, but OB will not pay them for more than 60 hours a month. Secretaries are the only employees allowed to claim compensatory time.

Evaluation of Personnel

Secretarial staff is evaluated on a quarterly basis and this evaluation is properly documented. the Director makes personal evaluations and speaks with the staff, only as problems arise. A staff promotional raise of 6% every year reflects the cost of living.

Mr. Rangel is responsible for the operational system, but all staff contracts are signed by the President of Central Aims College. To date, OB does not have a training model for all members of the staff. Individual staff members are encouraged to obtain degrees in their respective areas in order to enrich their background and safeguard their positions in the future.

Students' Attitudes and Responses

From a sample interview of five students participating in the OB program, the overall impression is one of appreciation on their part for the care and concern manifested by the teachers and counselors. Interpersonal relations therefore, seem to be very good. This, of course, provides a positive and healthy working environment.

Several students have manifested a desire for more creative leadership on the part of the administration and the staff. If this is a prevalent expectation, it reveals the existence of some felt-needs that are not being met. The program, in some ways, tends to be too paternalistic, too over-protective, too problem-solving from the top. If not enough allowance is made for self-determination and decision-making on the part of the students, some measures ought to be taken to improve this situation.

If students appreciate teachers, counselors and staff, as it is evident they do; if deeper needs must be filled; and if the staff is competent to bring them about, there should evolve healthier, give-and-take and less "yes, man" relationships. A greater share of conflict and confrontation should bring about a more dynamic and realistic program.

Community and Advisory Committee

A questionnaire will be formulated for members of the community, in order to evaluate the impact that the Operation Bridge project is having in the Aims College community. This area will be evaluated

further in Phase II of this study in order to obtain a more realistic appraisal of the outreach and effectivity of OB objectives in terms of community problems and community needs.

Members of the community will be asked to comment on:

- Their awareness of the existence of the OB program at Aims College
- Any contacts they may have had with students that participate in the program
- Any improvement they may have noticed in these students
- Any impact, positive or negative, felt within the community, as a result of the existence of the program, or as a result of involvement by students who are enrolled in it
- Any specific needs of disadvantaged youth that are not being met by organizations, schools, centers in the area, and/or the Operation Bridge program
- Their role in the accomplishment of Operation Bridge program objectives.

Interviews reveal the following:

- The Advisory Board does not know its responsibilities to the overall accomplishment of the OB program objectives or vice-versa;
- The Advisory Board is not communicating properly with the program officers;
- Advisory Board meetings, if held at all or if attended regularly by all Advisory Committee members, are not serving the needs of the program.

These observations should be taken into consideration for the overall improvement of the program.

RECOMMENDATIONS

ADMINISTRATION

The Director

The Director handles too much paper work that absorbs much of his time.

It is recommended that the Director devote more time to administrative duties, attending conferences, getting more involved in community affairs and promotion work, in order to procure more funds for Operation Bridge. Daily routine office work should be left to the Assistant Director and the secretaries.

The Staff

The Operation Bridge staff is strong in program goals, but lacks in-service training on management techniques and procedures.

It is recommended that management procedures be clearly identified and properly channeled; and that job descriptions delineate in writing the responsibilities of every member of the staff.

Personnel policies are weak.

It is recommended that the Operation Bridge personnel adopt a policies and procedures manual.

Special Needs students constitute 30 percent of the student population at Aims College and staff awareness of their differences is weak.

It is recommended that sensitivity training sessions be required for Aims' administration until more minorities can be hired. It is further suggested that the consultants for these training sessions be Mexican Americans from Weld County, especially from the OB Community Advisory Board and OB staff.

No provisions are made to channel necessary recommendations and/or grievances from the staff.

It is recommended that grievance procedures be implemented.

Tutors

Due to the fact that school was not in session when the evaluation was done, part-time tutor-counselors were not interviewed. No suggestions are therefore given in this area.

Communications

There is no communication at the present time between the OB counselors and the head counselors of Aims College.

It is recommended that all counselors work more closely together.

The present office space allocation is inadequate.

It is recommended that the Director and the Assistant Director be given a front office with the regular corps of Aims College administrative officials.

It is further suggested that the Director and the Assistant Director be housed in one office and thus, reduce communication problems caused by dispersal of documentation. This would allow the Assistant Director to gain a first hand knowledge of administrative duties that will integrate OB with the rest of Aims College operational administration.

ADVISORY BOARD

It is recommended that the Advisory Board become more active in terms of awareness of the Operation Bridge project.

It is recommended that the Advisory Board members be invited to all staff meetings.

It is suggested that the Advisory Board form a task force to help the OB Director negotiate for new funds from local, state, and federal sources.

It is suggested that the Advisory Board be involved in setting up an Ad-Hoc Committee that will deal with future legislation.

It is recommended that more Operation Bridge participants and/or members of disadvantaged families be named to state and regional boards, in order to offer viable contributions along the lines of effective policy making.

It is strongly recommended that the OB staff become more involved in community affairs in order to be more realistically aware of existing problems.

STUDENTS

Counseling Services

The counseling offices scheduled to be opened shortly are inadequate. They are too small, lack doors and ceilings, and are close to the waiting area.

It is recommended that the counseling offices be relocated to another section of the building where the students will have more room and privacy.

Homes are not visited faithfully and regularly.

It is recommended that more counselors be hired in order to make possible frequent and consistent home visits, follow up contacts, and well documented reports.

A counselor model does not exist, nor does the OB program specify the target areas of counseling and referral.

It is recommended that there be two counseling components in OB, one for K-12 and one for the dropout component. Ideally, one of the counselors of the dropout component could be housed in the high school with the largest number of dropouts.

In-service training and continuing education of counselors is not properly encouraged.

It is recommended that OB counselors enroll in cooperative education

courses at the University of Northern Colorado, in order to obtain credit for work done at the OB project and for in-service training that the chief project and for in-service training that the chief counselor at Aims College could provide. The chief counselor could be responsible for giving the grade and the University of Northern Colorado could provide accreditation.

Transportation Facilities

Physical distance between buildings causes attendance and tardiness problems. At the present time, OB students are commuting between three buildings; the Lincoln Building, the T&I Building on the central campus, and the Foster Building. The Foster Building is 2 miles from Central; the T&I is 3/4 mile from Central Aims; and the house on 14th Avenue where the T&I students meet is 1 1/2 miles from central Aims.

It is recommended that the Special Needs program and contracted projects that deal with Special Needs be centralized, in order to be of access to students who come from target areas.

Distance between buildings presents a commuting problem.

It is recommended that a communication system be set up, with buses running back and forth at reasonabley set times. Transportation facilities should be arranged to fill these needs:

° Providing a bus for OB students;

° Reimbursing mileage, and/or

° Providing car pools or shuttle buses.

Financial Input

Special Needs students constitute 30 percent of the student population at Aims College and student employment opportunities are meager.

It is recommended that there be more financial input for student retention. If there is no retention in the form of financial aid, the dropout rate will be higher. Aims College is a developing institution and could very well qualify for funds destined for Special Services. A proposal should be drafted to this effect. Should the College re-

to retain OB students in school in the event that federal funding is phased out. Special Services allows students to receive a salary for a work/study job. The University could arrange to pay 80% and the employer the 20% difference.

U. S. Office of Education
Evaluation Report
Second Year Funding Period

Operation Bridge -- An Innovative Comprehensive
Vocational Education Program
for Disadvantaged Youth

Applicant Organization: Aims Junior College
P. O. Box 69
Greeley, Colorado 80631

U.S.O.E. Reference Grant No. OEG-0-70-5182(361)
Project No. 0-361-0120

An evaluation visit was made on April 13-14, 1972, to "Operation Bridge," the exemplary project located in Greeley, Colorado, funded under Part D, Section 142(c) of the Vocational Education Amendments of 1968. Members of the evaluation team were Miss Mary Lovell, U. S. Office of Education, Washington, D.C.; and Dr. Pauline Garrett, U. S. Office of Education, Denver Regional Office. The visit was made: (1) to determine the achievements of the project during the 1971-72 school year, (2) to identify problem areas and recommend improvements or changes in emphasis, and (3) to develop recommendations concerning continuation funding.

Among the persons contacted in Greeley were: Mr. Robert Rangel, Project Director; Mr. Henry de Petro, Coordinator of K-12 Component; Mr. Thomas Chagolla, Project Teacher and Counselor; Mr. Jose Calderon, Project Teacher; Mr. Roger Brinster, Project Teacher; Mrs. Cox, Project Teacher; Mrs. Andrade, Counselor; Mr. P. Rangel, Counselor; Mr. Floyd Acre, Assistant Superintendent, Fort Lupton Schools; Dr. Keller, Chairman, Department of Vocational Education, Northern Colorado University; Dr. Edward Beatty, President of Aims College; Mr. Jerry Toler, Business Management Officer, Aims Junior College; and Mr. Larson, Assistant Director Occupational Education, State Board for Community Colleges and Occupational Education.

Objectives

The objectives of the project are as follows:

1. To increase vocational education opportunities

for disadvantaged youth and to give students not previously enrolled in vocational programs specific training in job entry skills.

This will be accomplished by:

a. The development of new methods of recruitment which utilize the social and cultural perceptions of the disadvantaged group. This will include the formation of a referral network established within the disadvantaged community.

b. The establishment of a pre-vocational training phase which will include occupational orientation and exploratory experiences, and remedial or general basic education.

c. The utilization of the reading and learning laboratory in providing individual learning programs for each student based on his own potentials and capabilities.

d. Providing students with opportunity for occupational preparation by enrollment in one of the following vocational education areas:

Aviation	Fire Science
Electronics	Mid Management
Engineering	General Clerical
Office Production	Waste Water Tech
Welding	Nurse's Aid
Auto Mechanics	Building Construction
Small Engines	Clerk-Typing
Secretarial	Clerk-Bookkeeper

e. Providing students with tutorial services throughout the entire program and, as necessary, on a continuing basis when employed. Special efforts will be made to employ tutorial aides who are educationally qualified, and are members of a disadvantaged group themselves.

f. Providing a full range of cooperative work study experience which will complement the regular instructional program.

g. Promoting cooperation between public education and manpower agencies in the formation of advisory committees with representatives

from both groups and by the establishment of a point educational and manpower task force on occupational problems.

2. To provide for a board occupational orientation at the elementary and secondary school levels so as to increase student awareness of the range of options open to them in the world of work. This will be accomplished by:

   a. Employing a specialist in vocational guidance who will assist the elementary and secondary counselors in their occupational guidance programs.

   b. Establishing an exploratory or survey course in occupational education which will be available to secondary students.

   c. Sponsoring a series of workshops for elementary and secondary teachers intended to increase their knowledge about the world of work.

   d. Developing appropriate instructional materials for use at the elementary and secondary level to provide teachers with an effective occupational orientation unit.

3. To provide for intensive occupational guidance and counseling prior, during and after participation in the project. This will be accomplished by:

   a. Employing a specialist in vocational guidance who will develop a counseling program to reach, elementary, secondary, post-high, and employed clients.

   b. Employing Mexican-American counselors to work with the disadvantaged group on a continuing basis.

   c. Using the unique characteristic of the Mexican-American culture by building counseling techniques which include and involve the family unit.

   d. Establishing a referral system with the secondary schools which will lead to immediate identification and contact with potential and actual drop-outs.

e. Maintaining a close follow-up program which will provide counseling and tutorial assistance after completion of the program.

f. Providing placement services in cooperation with appropriate employment services and manpower agencies.

4. To provide for effective evaluation and dissemination of results, materials and techniques.

Administrative:

The administrative personnel of the project changed during the past year. In a letter dated November 23, 1971, to Dr. Garrett, Program Officer in the Denver Regional Office, Dr. Beatty, President of Aims College, stated that Operation Bridge would be under the operational direction of Mr. Robert Rangel. Mr. James W. Williams, Executive Vice President of the College wrote a letter on April 26, 1972, addressed to Miss Lovell, Program Officer in Washington, D.C. stating that as of January 1, 1972, Mr. Rangel had assumed the position of project director while Mr. Henry de Petro was functioning as coordinator of the K-12 component of the project.

K-12 Component:

The evaluation team spoke with Mr. Floyd Acre, Assistant Superintendent of the Ft. Lupton Public Schools, concerning implementation of Operation Bridge in the Ft. Lupton Schools during the 1971-1972 school year. Some of the teachers within his school district were able to attend a one-day workshop in career education conducted by Dr. Keller of the University of Northern Colorado in May of 1971. Inservice training was available to elementary teachers in the fall 1971 semester under Mr. Richard Wood of the College of Continuing Education of the University of Northern Colorado. This session lasted for 12 weeks. The teachers received three hours of college credit.

Implementation of career awareness and orientation activities began in the fall 1971 semester when some elementary teachers volunteered to participate in the project. (The exact number of these elementary teachers was not available). In addition, eight junior high teachers began to use the text, Succeeding in the World of Work.

The project coordinator for the K-12 component has contacted elementary teachers in the communities of Gilcrest, Kersey, and Johnstown concerning participation in the project. Career education implementation teams are going into the classrooms of some of these teachers in April and May to assist them in conducting career awareness and orientation materials. Some of these teachers attended the in-service sessions held this spring at the University of Northern Colorado.

Mr. Acre believes that many of the Ft. Lupton teachers were enthusiastic about career education and Operation Bridge. In addition to attending previous in-service workshops and volunteering to teach career education concepts, several teachers plan to attend the career education workshop this summer to be held at the University of Northern Colorado. Some of this enthusiasm extended into the junior and senior high school. One high school teacher who supports the goals of Operation Bridge offered to coordinate efforts to gather information this summer for teachers concerning jobs within the community.

There were, Mr. Acre felt, several factors which inhibited implementation of Operation Bridge in Ft. Lupton during the 1971-72 school year. Some of these are as follows:

* Lack of feedback for teachers who developed curriculum materials in the fall 1971 inservice workshops. The curriculum packages had not been returned to the teachers as of April 14, 1972, nor had they been duplicated and distributed to other teachers.

* Lack of practical suggestions from the project coordinator for teaching career education concepts and intergrating them into regular curriculum.

* Lack of tools for classroom activities. The assistant superintendent was not able to purchase tools because the project coordinator failed to submit a list of the items to be purchased. (The assistant superintendent had offered to purchase up to $500.00 toward the purchase of small hand tools.)

* Insufficient visitation by the project coordinator to the schools. The project coordinator visited the Ft. Lupton schools in November, 1971, and did not make another visit until February, 1972.

* Insufficient coordination and assistance by the project coordinator concerning career education activities held in the Ft. Lupton schools. There was a particular need for the teachers during the 1971-72 school year for (1) follow-up activities regarding Career Day at the high school, (2) assistance on planning and conducting field trips, and (3) information concerning local jobs.

In summary, Mr. Acre identified coordination and follow-up, curriculum materials, and classroom assistance in implementing career education as the areas of greatest need for the teachers.

The evaluation team found evidence of the following deficiencies in the K-12 component:

* Lack of initiative in contacting, assisting, and following up visits to schools concerning the project.

* Purchase of equipment (a microfiche reader) with project funds which was, as of the time of the site visit, not yet uncrated.

* An apparent lack of sharing of career education materials and information with the instructors of the dropout phase of the project.

* A lack of inventory of equipment purchased with project funds and placed in the Ft. Lupton Public Schools.

* Lack of data concerning the number of teachers participating in the K-12 component.

Dropout Component

The dropout component of the project had 224 participants in the fall 1971 semester. As of April 13, it had 154 students with more expected to register. This aspect of the project is conducted for dropouts and potential dropouts from 14 to 20 years of age.

Students are recruited for the project from Greeley and the surrounding area. There is a system established by the project director of 85 Mexican-American volunteers who refer young people to Operation Bridge. Recruitment is also facilitated through cooperation with the public schools, local civic and government agencies such as CAP, WIN, migrant agencies, public health agencies, and

the public schools in Weld County. A home visit is made when each person enters the program.

All students in the dropout component receive career orientation through a career exploration class. Occupational awareness and orientation, in addition to job information, is provided through lectures, field trips, and speakers. Specific occupational exploration, with "hands-on" experience, is provided in business and office occupations. Additional facilities for career exploration became operational in early April. This enabled students to explore occupations connected with a service station and with welding, woodworking, and drafting. As equipment arrives more exploratory opportunities will be made available to students.

The academic portion of the program is arranged so that students prepare for the GED test or qualify for graduation from their home high school. Five students from Aims Junior College serve as academic tutors.

Both personnel and job counseling is provided by three counselors and a job placement coordinator. All of the counselors are from the local area and all have had previous work experience. The counselors keep records of all students contacted with forms developed for this purpose as suggested by Dr. Garrett and Mr. Larson on a previous visit. Other forms include a daily office contact sheet, a travel log for each counselor, a referral source meeting summary sheet, and staff meeting sheets.

Operation Bridge also employs a job placement counselor to locate employment opportunities within the community for the students. The counselor also works in cooperation with the Kiwanis Club which maintains a tickler file on available jobs. The counselor follows up the students to determine his progress on the job. In addition to students within the community, 24 Operation Bridge participants are employed at Aims Junior College through a state-financial work-study program.

Analysis of Objectives Achieved

In comparing the achievements of the project with the original objectives and action steps cited in the proposal and the first part of this report, it appears that the first objective, to give disadvantaged youth and students not previously enrolled in vocational programs, specific training in job level skills, has not yet been completely fulfilled. Action steps "a" and "b," which call for the establishment of a community referral system and pre-vocational and remedial academic work have

been achieved. Action step "c," to establish a reading and learning laboratory for individualized instruction, has been partially fulfilled with the individualized instruction provided in preparation of the GED. Action step "d," to provide job preparation in 16 occupational areas, has not been carried out as originally planned. However, it appears that plans have been modified somewhat from those stated in the proposal. The project is currently trying to provide the students with sufficient academic and pre-vocational skills to enable them to enroll in one or two year skill training courses at the Junior College. Tutorial services are now available in accordance with action step "e." Cooperative work study, as cited in step "f," has not been completely accomplished. It appears that this goal has been modified to provide work study and work experience programs for the students. Since Operation Bridge participants are to receive skill training through the Junior College, the goal of providing cooperative programs where the student's work experience is directly related to his vocational instruction may be unrealistic.

Advisory committees mentioned in action step "g" have not yet been formed.

The second objective of the project is to provide broad occupational orientation at the elementary and secondary levels. Action step "a," to employ a specialist in vocational guidance, has not yet been achieved. Step "b," calls for the establishment of a survey course in occupational education at the secondary level. This has not yet been done.

Action step "c," to sponsor a series of workshops for elementary and secondary teachers of the world of work has been achieved, particularly at the elementary level. The development of instructional materials under step "d" for elementary and secondary teachers has only partially been carried out.

The third major objective is to provide intensive occupational guidance and counseling. To a large extent this has been done. The first action step, to employ a specialist in vocational guidance who would establish a counseling program for elementary through post-secondary students, has not yet been completed. Steps "b" and "c" call for the employment of Mexican-American counselors and the use of the family unit in counseling. This has been achieved. In accordance with step "d," a referral system for the project has been established within the local secondary schools. Step "e" requires the establish-

ment of a follow-up program after the project has been completed. It is too early for such a placement system to have been developed. In line with step "f," placement services have been set up in cooperation with employment and manpower agencies.

Activities to fulfill the fourth objective, to provide for effective evaluation and dissemination, are currently underway.

Recommendations

The following recommendations are offered by the evaluation team based on their observation of classes and discussions with teachers, students, school administrators, and project staff.

* As the objectives for the 1972-73 school year are identified, state the objectives for each project component in measurable terms.

* Write a time schedule for planned activities to be carried-out in the 1972-73 school year.

* Use quarterly and interim reports to assist in determining progress made in meeting the project's objectives and time schedule.

* Continue to provide in-service training for teachers and counselors participating in the K-12 component or those who are interested in learning more about career education.

* Explore the feasibility of using funds from related projects to continue the use of implementation teams from the University of Northern Colorado during the fall semester in the elementary grades.

* Develop a plan by which occupational information can be presented to students in the K-12 component in a systematic and thorough manner in order to avoid duplication and to permit more completely coverage of the world of work.

* Encourage the involvement of all public school counselors in the K-12 component.

* Provide all teachers participating in the K-12 component additional occupational information and resource materials.

* An inventory of all project equipment purchased for the K-12 component should be made. In addition, an annotated bibliography of current resource materials should be written. These lists should be distributed to all teachers participating in the project.

* Duplicate and distribute immediately the career education packages developed by the Ft. Lupton teachers in the fall of 1971.

* Strengthen the occupational exploratory activities at the junior high level by providing the teachers with additional in-service training, resource materials, and appropriate hand tools.

* As was discussed in the site visit made on November, 1971, strengthen the work experience component at the high school level.

* Maintain a record of the number of students, teachers, and counselors who are participating in the K-12 component.

* Establish an advisory group composed of persons competent in various trades, businesses, and occupational areas to assist the project staff in reviewing curriculum materials developed last summer and materials to be developed this summer for technical accuracy of the occupational information presented.

* Select a third party evaluator who will provide assessment of the project consistent with its unique components, design, and objectives as stated in the proposal

F. Conclusions, Implications, and Recommendations

Both components of the Operation Bridge Project have had positive impact in the school systems and in the communities served by Aims College. Many facets of of the total community have been involved in successfully developing the Exemplary Program in Vocational Education at Aims College.

The total staff of Operation Bridge feels that the project will continue to prosper in the third year of funding, and that the goals and objectives developed can be disseminated and will continue to have considerable impact throughout Aims Service Area.

The attitude and philosophy towards Career Education at the elementary and secondary levels is very encouraging and is reflected in the utilization of resource materials, instructional units and equipment provided by the project. There has been good utilization of community facilities and resource people by the project staff through the Advisory Committee and the Weld County Committee on Career Education which have provided an excellent opportunity for communication between the schools and community.

There is a need in the total project for teachers, counselors and staff members to have an opportunity to observe other similar programs currently being conducted and share experiences.

Most of the teachers in the Service Area of Aims College have attended one or more of the Career Education related workshops sponsored by Operation Bridge. The teachers are aware of the need to develop new career-related materials as well as modification of existing instructional units. In light of the high pupil-to-teacher ratio, the lack of preparation time, and the growing list of obligations other than teaching, teachers are reluctant to spend the extra time required to develop new instructional materials. It is recommended that brief referesher workshops in techniques for development of instructional units and adequate monetary incentive be provided to allow teachers to develop new career-related instructional units.

Many disadvantaged youth have indicated to the project counselors that they would attend classes if they had transportation. Due to the rural setting and decentralization of the Aims College facilities, municipal transportation or a regular college shuttle bus does not provide an adequate means of transportation for the dis-

advantaged dropout.

Many teachers and administrators are aware and motivated by the Career Education concept and would participate in activities and materials developed by the Operation Bridge Project. However, they lack the time and money to develop their own instructional units or to purchase commercially available Career Education packages. Most schools do not have the projection or audio equipment required for many of the Career Education instructional units. It is recommended that a bus be purchased through Operation Bridge to provide area teachers ready access to available Career Education materials and media equipment through a weekly or bi-weekly delivery and pickup system. The bus could serve a dual purpose and transport disadvantaged youths from rural areas of Aims Service Area to and from school.

Emphasis will continue to be placed on the basic goals and objectives of this project in the third year of funding in an endeavor to provide a truly comprehensive and innovative vocational education program for disadvantaged youth.

THE WELD COUNTY CHICANO COUNCIL

THE WELD COUNTY CHICANO COUNCIL

Name	Organization	Address	Phone
Richard Rangel	Migrant Education District VI	617 East 20th Street Greeley	356-1528
Tom Medina	Weld County Opportunity Agency	1025 5th Avenue Greeley	353-4787
Carlos Leal	Upward Bound Program	Grey Hall #210 - UNC Greeley	351-2043
Ed Rangel	Neighborhood Youth Corps (NYC) Director	Aims College P. O. Box 69 Greeley	353-8008
Robert Rangel	Special Needs Director	Aims College P. O. Box 69 Greeley	353-8008
Anthony Espinosa	Colorado Migrant Council	P. O. Box 518 La Salle	284-5523
Ivan Vasquez	CAP Director	321 Lincoln Loveland	667-7243
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Pete Moreno	Food Supplement Program	P. O. Box 518 La Salle	284-5523

Name	Organization	Address	Phone
Ernie Andrade	Bi-lingual Program	Letford Elementary Johnstown	587-4172
Joe Andrade	Colorado State Employment	2004 8th Street Greeley	353-6210
George Mata	Special Needs Assistant Director	Aims College P. O. Box 69 Greeley	353-8008
Mike Rosales	Follow Through	341 14th Avenue Greeley	353-9266
Steve Valenzuela	Special Needs - UNC	University of Northern Colorado Greeley	351-2293
Charles Cordova	Project Director Title IV	811 15th Street Greeley	352-1543
Ron Martinez	U. M. A. S.	University Center Greeley	352-1679
Bob Valenzuela	U. M. A. S. President	University of Northern Colorado University Center Greeley	351-2667

Name	Address	Organization
Glen Billings County Commissioner	Route 2, Box 167 Greeley, Colorado 80631	
Jim Bayle	1148 35th Avenue Greeley, Colorado 80631	

COUNCIL ON CAREER EDUCATION

Name	Address	Organization
Dave Bockman Chairman	Route 4, Box 234B Greeley, Colorado 80631	K-12 Coordinator
Jim Gossman	1857 25th Avenue Greeley, Colorado 80631	Eastman Kodak
Art Reynolds	1812 25th Street Greeley, Colorado 80631	University of Northern Colorado
Stow Witwer, Sr.	Route 1, Box 152 Greeley, Colorado 80631	
Ken Williams	Route 1, Box 231A Greeley, Colorado 80631	
Robert W. Larson, Jr.	1239 18th Avenue Greeley, Colorado 80631	
Walter Bergendahl	P. O. Box 705 Greeley, Colorado 80631	
Dr. Cecily Crumbine	First National Bank Suite 326 Greeley, Colorado 80631	
Donald Crewdson	2215 23rd Avenue Greeley, Colorado 80631	Boy Scouts of America

Name	address	Organization
Joe V. Holst Jr.	Aims College 5401 West 20th Street Greeley, Colorado 80631	
Dick Boyum	1638 7th Avenue Greeley, Colorado 80631	
Edith Selberg	809 19th Street Greeley, Colorado 80631	
Phillip Yeddis	2644 15th Avenue Greeley, Colorado 80631	
Rex W. Hester	2124 21st Avenue Court Greeley, Colorado 80631 353-8907	
Doris Williams	Route 1, Box 15 New Raymer, Colorado 437-2425	
Dave Ward	3001 8th Avenue Greeley, Colorado 80631	State Farm Insurance
Ken Schuman Counselor	2615 12th Avenue Court Greeley, Colorado 80631 352-7870	
Bob Tewksbury	811 15th Street Greeley, Colorado 80631	District 6

Name	Organization	Address	Phone
Manuel Navarez	U. M. A. S. President	Aims College P. O. Box 69 Greeley	353-8008
Benny Garcia	Weld County Opportunity Agency	1025 5th Avenue Greeley	353-4787
Sal Salazar	Man Power Development	1025 5th Avenue Greeley	353-4787
Steve Del Castillo	Head Start	1025 5th Avenue Greeley	353-4787